

Language Arts Standards Rationale

A Vision for Arizona's Students

Arizona's students must be able to communicate effectively in their schools and communities. The communication skills of reading, writing, listening, speaking, viewing and presenting form the core of language and literacy. The ultimate purpose of the following language arts standards is to ensure that all students be offered the opportunities, the encouragement and the vision to develop the language skills they need to pursue lifelong goals, including finding personal enrichment and participating as informed members of society. The language art standards presented in this document are organized into four areas:

- Reading
- Writing
- Listening and Speaking
- Viewing and Presenting

Reading, writing, listening and speaking are commonly recognized as language skills. Visual communication skills have long been applied in language arts classrooms through the use of media and visual resources. However, with the increase in the availability and variety of media, students are faced with numerous demands for interpreting and creating visual messages. In this document, viewing (interpreting visual messages) and presenting (creating visual messages) are the two aspects of visual communication. Resources available for teaching visual communication range from charts, graphs and photographs to the most sophisticated electronic media.

The interdependency of reading, writing, listening, speaking, viewing and presenting requires that language arts skills be integrated in two ways:

- Within language arts
- Across other content areas

Students use language skills to understand academic subject matter and to enrich their lives. They develop literacy at different rates and in a variety of ways. Consequently, interdependent language arts skills and processes should be taught in a variety of learning situations.

Assessment of language arts skills and processes should be comprehensive, authentic and performance based. Multiple assessment methods should be used to evaluate a student's knowledge base and the application of reading, writing, listening, speaking, viewing and presenting.

Assessment tasks should reflect those experiences encountered in the home, community and workplace. Issues concerning assessment of specific populations pose complex questions with no simple solutions. As programs and assessments are developed, these issues must be resolved to enable all students to meet the standards.

In conclusion, the standards in the language arts framework form the core of every student's ability to function effectively in society. Students will need a wide repertoire of communication strategies and skills to succeed as learners, citizens, workers and fulfilled individuals in the 21st century.

Table 1. Language Arts Standards

STANDARD 1: Reading

Students learn and effectively apply a variety of reading strategies for comprehending, interpreting and evaluating a wide range of texts including fiction, nonfiction, classic and contemporary works.

STANDARD 2: Writing

Students effectively use written language for a variety of purposes and with a variety of audiences.

STANDARD 3. Listening and Speaking

Students effectively listen and speak in situations that serve different purposes and involve a variety of audiences.

STANDARD 4: Viewing and Presenting

Students use a variety of visual media and resources to gather, evaluate and synthesize information and to communicate with others.

LANGUAGE ARTS STANDARDS BY LEVEL: FOUNDATIONS (Grades 1-3)

STANDARD 1: READING

Students learn and effectively apply a variety of reading strategies for comprehending, interpreting and evaluating a wide range of texts including fiction, nonfiction, classic and contemporary works.

- **R-F1. Use phonetic skills to decode words**

PO 1. Decode words in context using beginning, middle and final letter/sound relationships

- **R-F2. Use word recognition and decoding strategies such as phonetic skills, context clues, picture clues, word order, prefixes and suffixes to comprehend written selections**

PO 1. Derive meaning from a written selection using reading/decoding strategies

- phonetic clues
- context clues
- picture clues
- word order
- structural analysis ((e.g., prefixes, suffixes)
- word recognition

- **R-F3. Use reading comprehension strategies such as drawing conclusions, summarizing, making predictions, identifying cause and effect, and differentiating fiction from nonfiction**

PO 1. Draw conclusions based on the text

PO 2. Restate information from a reading selection

PO 3. Predict events, actions and behaviors using prior knowledge and/or details to comprehend a reading selection

PO 4. Identify cause-and-effect relationships

PO 5. Differentiate fiction and nonfiction texts

- **R-F4. Identify facts and the main idea, sequence events, define and differentiate characters, and determine an author's purpose in a range of traditional and contemporary literature**

PO 1. Identify the main idea and relevant facts in a reading selection

PO 2. Sequence a series of events from a reading selection

PO 3. Compare characters (e.g., traits, roles, similarities, differences) in a reading selection

PO 4. Identify the author's main purpose (e.g., to inform, to entertain, to persuade, to describe) in a reading selection

- **R-F5. Analyze selections of fiction, nonfiction and poetry for their literary elements such as character, setting, plot, sequence of events and organization of text**

- PO 1. Compare characters, plot (including sequence of events), settings across reading selections
- PO 2. Explain whether the events in the reading selection are real or fantasy
- PO 3. Describe structural elements of poetry (e.g., rhyme, rhythm, repetition)
- PO 4. Describe the literary elements of fiction and nonfiction

- **R-F6. Read and comprehend consumer information such as forms, newspaper ads, warning labels and safety pamphlets**

- PO 1. Explain the meaning of specific signs (e.g., traffic, safety, warning)
- PO 2. Restate information found in consumer literature (e.g., safety pamphlets, newspapers, catalogs)
- PO 3. Compare information in written advertisements
- PO 4. Fill out a variety of forms (e.g., contest entry, requests for information)

- **R-F7. Follow a list of directions and evaluate those directions for clarity**

- PO 1. Follow a set of written directions
- PO 2. Evaluate written directions for sequence and completeness

- **R-F8. Recognize the historical and cultural perspectives of literary selections**

Note: For instructional purposes—not for state assessment

- PO 1. Identify similarities and differences relating to theme, plot, setting, character and point of view in literature from different cultures
- PO 2. Compare real-life experiences to events, characters and conflicts in literary selections from different cultures
- PO 3. Recognize that some words in literary selections come from a variety of cultures

STANDARD 2: WRITING

Students effectively use written language for a variety of purposes and with a variety of audiences.

- **W-F1. Use the writing process, including generating topics, drafting, revising ideas and editing, to complete effectively a variety of writing tasks**

- PO 1. Generate topics through prewriting activities (e.g., brainstorming, webbing, mapping, drawing, writer's notebook, K-W-L charts, scaffolds, group discussion)
- PO 2. Align purpose (e.g., to entertain, to inform, to communicate) with audience

- PO 3. Write a first draft with the necessary components for a specific genre
- PO 4. Revise draft content (e.g., organization, relevant details, clarity)
- PO 5. Edit revised draft using resources (e.g., dictionary, word lists and banks, thesaurus, spell checker, glossary, style manual, grammar and usage reference)
- PO 6. Proofread revised draft
- PO 7. Present final copy according to purpose (e.g., read aloud, display, publish, mail, send, perform)

- **W-F2. Use correct spelling, punctuation, capitalization, grammar and word usage, and good penmanship to complete effectively a variety of writing tasks**

In final copy of student's own writing tasks:

- PO 1. Spell high frequency words correctly
- PO 2. Punctuate endings of sentences
- PO 3. Capitalize sentence beginnings and proper nouns
- PO 4. Use standard, age-appropriate grammar and word usage (e.g., basic subject-verb agreement, complete simple sentences, appropriate verb tense, regular plurals)
- PO 5. Write legibly

- **W-F3. Write a personal experience narrative or a creative story that has a beginning, middle, and end and uses descriptive words or phrases to develop ideas and advance the characters, plot and setting**

- PO 1. Write a narrative
 - establish a beginning, middle and end
 - use sensory details to describe

-OR-

- PO 2. Write a story
 - use sensory details to describe setting and characters
 - develop a story line with a problem and events leading to a solution

- **W-F4. Gather, organize and accurately, clearly and sequentially report information gained from personal observations and experiences such as science experiments, field trips and classroom visitors**

- PO 1. Record observations (e.g., logs, lists, graphs, charts, tables, illustrations)
- PO 2. Write an introductory statement
- PO 3. Report events sequentially
- PO 4. Write a concluding statement

- **W-F5. Locate, acknowledge and use several sources to write an informational report in their own words**

PO 1. Use resources (e.g., video tapes, magazines, informational books, reference materials, interviews, guest speakers, Internet) and report information in their own words

PO 2. Write an introductory statement, followed by details to support the main idea

PO 3. List resources used by title

- **W-F6. Write well-organized communications, such as friendly letters, memos and invitations, for a specific audience and with a clear purpose**

PO 1. Organize content, including necessary components of the selected format, for a specified audience

PO 2. Place commas correctly in components (e.g., heading, greeting, closing, address) unique to letters, memos, invitations

STANDARD 3: LISTENING AND SPEAKING

Students effectively listen and speak in situations that serve different purposes and involve a variety of audiences.

- **3LS-F1. Use effective vocabulary and logical organization to relate or summarize ideas, events and other information**
- **3LS-F2. Give and follow multiple-step directions**
- **3LS-F3. Prepare and deliver information by generating topics; identifying the audience; and organizing ideas, facts or opinions for a variety of speaking purposes such as giving directions, relating personal experiences, telling a story or presenting a report**

STANDARD 4: VIEWING AND PRESENTING

Students use a variety of visual media and resources to gather, evaluate and synthesize information and to communicate with others

- **4VP-F1. Recognize different types of visual media**
- **4VP-F2. Plan and present a report, using two or more visual media**
- **4VP-F3. Access, view and respond to visual forms such as computer programs, videos, artifacts, drawings, pictures and collages**
- **4VP-F4. Interpret visual clues in cartoons, graphs, tables and charts that enhance the comprehension of text**

LANGUAGE ARTS GLOSSARY

Acknowledge To cite the source of information in a written piece.

Address To speak to; to deal with.

Adequate Sufficient, competent, satisfactory.

Advance To put forward, propose.

Allusion An indirect reference to something assumed to be familiar.

Analytic Noting relationships; reasoning from the interrelations of a subject.

Anticipate To foresee, to realize beforehand.

Appropriate Consistent with accepted standards; suited to an end or purpose.

Cluster A group of the same or similar elements.

Cohesive Consistent, tending to unify.

Complex Composite, intricate, complicated.

Concrete Precise, specific.

Contain To have within, to include, to have as component parts.

Contemporary In existence now; present, current, present-day.

Convey To communicate or make known.

Craft To construct, create.

Create To produce through artistic or imaginative effort.

Creative Original, inventive, innovative.

Credible Worthy of belief because of precision; valid, convincing, true.

Credit To acknowledge work done; to cite.

Effective Producing a desired effect; efficient.

Exclude To reject; to prevent from being included or considered.

Expository Explanatory, interpretive.

Figurative Language Use of figures of speech; symbolic language.

Genre Type or class; classification of literature.

Good Penmanship Readable formation of letters; the art of handwriting.

High Frequency Word A word that appears many more times than others in ordinary reading materials.

Idiomatic Pertaining to expressions of language that do not mean what they literally say.

Interpretive Serving to explain; explanatory.

K-W-L A reading comprehension strategy to determine what a student knows, wants to know and has learned.

List To itemize; to make a list of.

Maintain To support, sustain.

Meaningful Effectively conveying meaning, feeling or mood; important, significant.

Metaphor A figure of speech in which a comparison is implied by analogy, but not stated.

Paraphrase To restate text or passage in another form or words.

Personal Experience First-hand experience.

Perspective View, outlook.

Preserve To keep or maintain intact.

Reflective Characterized by, or disposed to, serious thought; contemplative, deliberative.

Relate To give account of; describe, report.

Relevant Having a bearing on, or connection with, the matter at hand.

Résumé A brief written account of personal, educational and professional qualifications and experience.

Scaffold To build one idea upon another.

Sensory Pertaining to the senses.

Simile A figure of speech in which two essentially unlike things are compared.

Skim To look through reading matter casually.

Symbolism Attributing symbolic meanings or significance to objects, events or relationships.

Traditional Conventional.

